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ABSTRACT

A university library can and should be a center for individual access to all forms of research information media, both print and non-print. The author presents a summary account of an effort to determine existing needs at the University of Connecticut for non-print information resources and services under the following headings: the University of Connecticut, the Role of the Library, Past and Present Library Experience with Non-print Media, and Integrating Non-print Resources and Services into the Present System. This report is also a review of existing services to determine how the library can best adapt its present resources and services to meet these needs, and in so doing, to determine how it can best fit into existing patterns of service and responsibilities. In this regard, the author makes recommendations concerning: a department of non-print media services, the materials budget, the equipment budget, staffing, space, collection development, and services. (SJ)

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THE UNIVERSITY OF CONNECTICUT LIBRARY

NON-PRINT MEDIA INTEGRATION

A Proposal

by

Richard Akeroyd

Storrs
The University of Connecticut Library
May 1973

LI 004 448

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APPENDICES

Today's educational environment is one where there is an increasing emphasis on individualized learning techniques which are utilizing a variety of audio and visual, as well as print information resources; where traditional classroom lectures and laboratory presentations are being replaced and/or supplemented by video- and audio-taped lecture-demonstrations, slide-tape sequences, films, filmloops, etc.;[1] and where, as a consequence, an already visually and aurally literate student population is becoming even more sophisticated in its knowledge of, and need for, non-print information resources. At the same time there is a growing awareness among librarians that the same technological innovations that have made these teaching methods possible have far reaching implications for their own involvement in the learning process. They are also becoming aware that these innovations have evident applications to the traditional processes of gathering, storing and making available of primary research resources in more efficient and complete formats, and for making them more readily accessible.

This is having a tremendous impact on the functions of the traditional research library, forcing it to come to terms with the basic anachronistic nature of its resources which are now primarily in print media formats.

But the intention here is not to suggest that the book or the printed word have become obsolete as information carriers. It is rather to recognize the fact that other, non-print information media have come to be accepted as primary information sources in their own right. As such these new media stand as equals to the printed word as being valid research and instructional materials, and therefore have an equal place in research library collections.

TRENDS

A survey of library and educational literature since 1960 indicates an increasing involvement of academic libraries with at least some forms of non-print media. The most notable trend here is toward providing access to all media resources in the library, or, as some ahve been renamed, learning resource center. Some of the best examples of these are Evergreen State College in Olympia, Washington,[2] Hampshire College in Amherst, Massachusetts,[3] College of Dupage in Glen Ellyn, Illinois,[4] Stephens College in Columbia, Missouri,[5] Oral Roberts University in Tulsa, Oklahoma,[6] and the University of Utah.[7] The libraries at the University of Maryland, Syracuse University, and the State University of New York at Geneseo and Buffalo are also reported to have extensive integrated media programs.

The recent activities of library professional associations are also indicative of the trend toward media integration in academic libraries. In 1968 the Association of College and Research Libraries published its Guidelines for Audio-Visual Services in Academic Libraries,[8] which states the basic case for including all media in academic libraries and provides basic definitions and recommendations for all aspects of media collections and services.

The importance of media integration for libraries in general was the focus of the theme for the American Library Association's 1972 Annual Conference, "Media: Man, Material, Machine." A number of programs and workshops of interest to academic librarians were held here under the general title, "Educational Dynamics of Media."

This growing concern for media integration by the ALA is further highlighted by its recent publication of Bibliographic Control of Nonprint

Media.[9] This is a compilation of the proceedings of a United States Office of Education sponsored institute in which participants from the library, audio-visual, education, information and communication professions met over a one year period to gain some perspective on areas of mutual concern, and to consider the need for, and possible establishment of, standards for the location, storage and retrieval of non-print materials. The overall atmosphere and intent of this institute and book are perhaps best summed up in the following remarks by one of the participants:

> I am talking about how to make the best possible use of a wide variety of things which contain information or intellectual output and which are useful to the learning process. We want to collect these things and organize them in such a way that all, not just some or most, are readily available and useful to those who need this information.[10]

A more recent conference directed entirely toward the library and librarian, "Media Integration in Academic Libraries," was held in April 1973, under the auspices of the Library Association of the City University of New York. Here librarians from throughout the northeast heard those who have been intensely involved in the creation of multimedia academic libraries, the bibliographic control of non-print media, and library education, speak directly to the question of the overwhelming need for all forms of media to be integrated into academic library resources and services.

Nowhere in the recent literature are these trends toward full media integration more evident than in those books and articles dealing with planning for new academic library buildings. Ralph Ellsworth, in his book on general academic library planning, points out that

> the main point is that the library should be a multi-media house and that it should provide outlets for all forms of audiovisual teaching and learning devides. Its catalogs should record these carriers, just as they do for books and other printed materials.[11]

C. Walter Stone broadens this scope somewhat in his excellent article on planning for media in university libraries:

> The fact is that one can no longer plan library buildings simply in terms of space to be allocated for traditional media acquisition, storage and use. Rather the approach which is required calls for design of a total system of communication and information service ...[12]

The most comprehensive statement on this subject to date, however, is Robert Taylor's The Making of a Library: The Academic Library in Transition.[13] This book brings into question and review the entire justification for the existence of the academic library. His conclusion is, that while necessary and essential, the current almost completely print-oriented functions of the library are simply not sufficient to adequately and justifiably serve present, as well as future, educational requirements. Although written toward the planning and development of a specific college library, the scope of its argument is universal, and the challenge it presents for development toward the future will have to eventually be met by all academic libraries.

None of the foregoing is to suggest that all academic libraries should now be following the same pattern in developing toward non-print media resources and services. Library planning must be concerned with the needs and demands of the colleges and universities they are serving. They must also take into account their own stated functions, responsibilities and purposes with respect to other departments with the university. "... Librarians should examine issues which the advent of multi-media materials raises for the library, and they should seek to

establish a practical policy relevant to their own particular situation."[14]

THE UNIVERSITY OF CONNECTICUT

In response to this need for planning and to the general recognition of the need for non-print media resources and services to be available through the library, I was assigned to make a survey of audio-visual services at the University (Storrs campus) and in the Library. The purpose of this survey is to report on the current status of the University and the Library in this area, and to make specific recommendations for the direction the Library should take in the development of audio-visual and non-print media collections and services (Appendix I).

In my initial statement of purpose concerning the survey (Appendix II) I stated that my main activities would encompass the following:

1. A survey of all existing audio-visual materials available ....
2. Determine what of all of this material is needed by, and of value to a university and research community....
3. A survey of all departments of the University to identify all existing audio-visual resources and services now being provided.
4. Determine how the Wilbur Cross Library can best fit into the existing pattern ....
5. A thorough evaluation of the Library's present collection ... to determine what print resources will be needed ....

A summary of the results of the first four of these follows. The fifth has not been fully undertaken as of this time. It is seen more as an ongoing process with two major thrusts: direct response to specific needs as programs are being developed, and the regular acquisition of new materials relevant to this broad area of concern.

Currently there are two completely independent departments here that have virtually total responsibility for audio-visual services: the Instructional Media (formerly Audiovisual) Center, which is attached to

the School of Education, and the Radio and Television Center. There is no formal or official link between these departments, nor is there any focus for the coordination of their programs at the administrative level of the University. The organization chart for the University, as given in the University's Laws and By-Laws[15] does not even show these two departments except as being under a Director od Administrative and Special Services, an office which is designated as being in the process of reorganization.

There are also a number of individual academic departments which have their own collections of audio-visual materials (mainly slides and audiotapes, but some also have 16mm films, 8mm filmloops and videotape) and equipment. The most significant of these include the Departments of Art, Chemistry, Dramatic Arts, Geology, History, Linguistics, Pathobiology, Plant Science, Romance and Classical Languages, Speech, and the School of Pharmacy.

Except for the language laboratories, very few of these departments, including the Instructional Media Center and the Radio and Television Center, consider their materials as information resources to be made generally available for individual use by students. Rather, they are available only to the faculty for use in the classroom. There are two notable exceptions to this however. The Geology and Plant Science Departments are now experimenting with pre-programmed slide-tape demonstrations which were developed by individual faculty members for use in their classrooms, and are then made available to students for review, but only during limited hours and when certain space is available.

The Music Library is now providing individual access to recorded music through the use of a listening table with headsets. Cassette tapes

and players are also available to be checked out to music students as assigned materials for classes in music theory. The Music Library also now has responsibility for the Music Oral Training Center, a dial access listening laboratory, which will be used for reserved listening assignments for all music courses.

In addition, the Schools of Nursing and Pharmacy are now in the process of developing self-instructional learning centers, which will include all types of non-print information media and equipment in direct support of their specific curricula.

The Instructional Media Center does have some provision for the use of its materials and equipment, which includes a self-instructional laboratory for the use of audio-visual equipment and media production, by individual students, but this is limited to practice teachers and to graduate students enrolled in the Center's courses. Otherwise the Center's primary service to the University is in providing its resources and services to the faculty for use in the classroom. There is an extensive film collection here, but the majority of these are instructional films which are mainly geared toward supporting the Center's extensive rental service to elementary and high schools throughout the State of Connecticut.

The remainder of the Center's services to the University are in providing for the production of media for classroom display, consulting with departments and individual faculty concerning problems in media use and development, teaching courses in the use of instructional media, and in the provision of audio-visual equipment and technical assistance for all campus departments and functions where it is needed. A booklet[16] describing all of these services in detail was distributed in January 1973.

Virtually the same things may be said for the services provided by the Radio and Television Center. The functions of this Center, as stated in the University's General Catalog, is to "produce and supervise all official radio and television production activities of the University."[17] This production includes a number of educational radio and television series which are distributed throughout the State of Connecticut, as well as broadcast locally. Their primary services to the educational function of the University are in providing for the use of video and closed circuit television in the classroom, technical and consultation services, provision of equipment to faculty, closed circuit television programming to the campus at large, operation of a micro-wave link for telecasting to the Branches, and the instruction of students in the use of video and television equipment.

It is evident from this brief overview, as well as from my own discussions with the Directors of both the Instructional Media Center and the Radio and Television Center, that the agencies currently responsible for the major audio-visual services to the University have neither the facilities, nor any provisions, to offer a comprehensive program of information services utilizing non-print information media in the same manner that the Library now offers these services with print media, that is, individual access for research and study.

THE ROLE OF THE LIBRARY

Within this context, and given the functions and responsibilities of the Library as stated in the University Laws and By-Laws,[18] it would seem logical and necessary that the Library should undertake to fill in this gap which now exists in information services to the University at

large.

A concise statement concerning the current and probable future impact of audio-visual and instructional technology on the University can be found in the suggestions and recommendations of a Report[19] by the Subcommittee on Improvement in the Physical Teaching-Learning Environment of the University Senate's Committee on Growth and Development Committee, dated January 1969. Many of my findings and recommendations here will necessarily echo some of the points made in this more comprehensive Report. The fact, however, that the situation with regard to audio-visual services to the University is substantially the same today as it was at the time of that Report adds some urgency to the recognition of the Library's necessary participation in providing these services.

With the cooperation of the Instructional Media Center and the Radio and Television Center, the Library should begin now to extend its present collection policies to encompass non-print information media, specifically audiotape, 8mm filmloops, filmstrips, motion pictures (8 and 16mm films) , records, slides, videotapes, and the equipment necessary for their use, as they are deemed to have potential for support of individual research and study.

In an effort to get a general reading of feelings toward the development of such an information services program in the Library, a letter announcing our planning (Appendix III) was sent to most academic departments on campus, and an attempt was made to arrange a follow-up visit for further discussion.

In direct response to 47 letters sent out I was able to arrange some form of follow-up discussion with 40 departments. In addition, I have had discussions with the Vice President for Academic Programs,

Kenneth Wilson; the Director of the Instructional Media Center, Phillip Sleeman; the Director of the Radio and Television Center, Stanley Quinn; the Instructional Media Center's Campus Media Consultant, Paul Scholl; the Music, Pharmacy and Health Center librarians; and many individual faculty and students.

In all of my discussions with the faculty I found an overwhelming interest in, and support for, the development of non-print media resources and services in the Library. These discussions also elicited a number of specific areas of interest which, as summarized below, provide a good indication of many of the media services which are felt to be needed on the campus, as well as an indication of the types of services the Library should be able to provide.

The service for which a need was most often expressed was that of having some means of providing students with the ability to review the materials to which they now only have access in class lectures or labs. This would most often involve slides, audiotapes, films and film-loops, as well as such pre-programmed slide-tape demonstrations as those developed by the Plant Science and Geology Departments, which were mentioned above. It was also generally felt that, as resources became more readily available, many of these materials could be required assignments used as a substitute for much of the routine factual material now presented in class, thus freeing class time for other activities. The possibility of files of videotaped class lectures to be used for review purposes was also mentioned in this context.

The Schools of Home Economics and Agriculture and Natural Resources expressed a strong interest in, and need for, the development of their own media resource centers. They do feel, however, that the development

of such a program in the Library would probably meet their needs, especially for individual student access.

The Schools of Pharmacy and Nursing, which are developing self-instructional learning centers, expressed a strong desire for cooperation with the Library, especially in the areas of selection, organization and sharing of resources. Such cooperation already exists in the Pharmacy School, where the Pharmacy librarian is a member of the Audiovisual Resources Committee responsible for their planning. As an example of other kinds of cooperation possible, the Library will begin, in the Fall semester of 1973, a special service for the School of Nursing in support of an expanded curriculum program. It will involve providing space and circulation control for the use of 8mm filmloops and projectors which the School will place on deposit in the Library. In addition to providing a needed service, this will also allow us to determine use patterns and demands for this type of material, which will be useful in terms of the future development of similar services.

Another example of Library cooperation with other departments in providing needed information services can be seen in the attached proposal (Appendix IV) for the Library's participation in establishing a two-way television link between the Storrs campus and the Health Center in Farmington.

Films are also an area of widespread interest and concern. Almost all departments are now using film to some degree and most feel that more films on the college and university level should be more readily available both for classroom and individual use. Suggestions range from documentary to film classics, and from experimental films to specialized film for the sciences. A strong interest in a permanent collection of

feature films in the Library was expressed by at least three departments: Dramatic Arts, History and Sociology.

Slides are also used extensively by many departments, some of which are developing their own collections, such as the Departments of Art, Dramatic Arts, History, and Romance and Classical Languages. Some of these departments expressed an active interest in cooperation with the Library in at least two areas: first, the possibility of having duplicate copies of their materials in the Library for students to review, as well as for independent study, and second, the establishment of some kind of central catalog indicating the holdings of the various departments' slide collections so that these resources could be shared. Many departments and individuals expressed a general need for the same type of catalog which would identify the existence of all non-print media on campus.

Many faculty members expressed a general lack of knowledge concerning the availability of good non-print media for their areas of interest. It was often suggested that the Library might act as a center for the regular previewing of all types of new media as well as provide general information on the availability of materials.

Another area of widespread and growing interest is in the availability of audio- and videotape materials as information resources for research and individual study. One especially appealing suggestion in this area was for the making of audio- or videotapes of the many lecture and reading events which take place on campus. The State University of New York - College at Brockport's videotape series, "Writer's Forum," was suggested as an especially good example of this type of resource. While many felt that these materials would be excellent classroom resources they also recognized the research value of maintaining them as part of

the Library's permanent collections.

My discussions with Vice President Wilson mainly involved his concern for the present lack of administrative coordination of audio-visual services to the campus. He feels that any Library program involving non-print media should be coordinated with the Instructional Media Center and the Radio and Television Center in order to avoid unnecessary duplication. He further suggested the possibility of appointing a joint planning and coordinating committee,made up of all the departments concerned with media services, sometime after my report and recommendations were submitted.

Both Mr. Sleeman and Mr. Quinn have expressed interest in the possibility of non-print media information services in the Library, as well as a willingness to cooperate in their development. Mr. Sleeman also shared Mr. Wilson's concern over the lack of administrative coordination of present media services, as well as the idea of a joint committee for planning and coordination. He is emphatic on this point in his introductory editorial for the International Journal of Instructional Media, saying that, "more important, a serious and sustained effort to interrelate (not overlap) all the varied instructional media and education areas will be a major thrust of the Journal..."[20]

Paul Scholl's interest in the Library's plans are primarily concerned with the idea of the Library as a potential center for student access to the media materials which they do not now have access to outside of the classroom. This interest follows from earlier recommendations formulated and presented to Associate Provost Orr in 1971 under the auspices of an informal committee concerned with instructional development (Appendix V). Mr. Scholl has expressed continuing interest in the recommendations of this informal committee, especially with regard to

the Library's potential role in their implementation.

It is interesting to note here that almost all of the interests and concerns mentioned above are now, or very shortly will be, being met by the Library at the University Health Center. Its present services for non-print media include only access to cassette tapes and players plus slides and viewing facilities. But as the Library completes expansion into its new quarters it will also be providing access to all information media for individual student use. The services will be fully coordinated with the Biomedical Communications Center which is now responsible for the audio-visual production and technical services needs of the Health Center.

PAST AND PRESENT LIBRARY EXPERIENCE WITH NON-PRINT MEDIA

Since January 1971, the Special Collections Department has maintained a small and growing collection of audiotapes, made up primarily of lectures and poetry readings given on campus since 1965. These tapes are fully cataloged and are available for listening in the Department. A few faculty members have used copies of these tapes on repeated occasions in their classes, and their use in the Department by students has been steadily and enthusiastically increasing.

The Library also maintains a complete set of recordings of Shakespeare's plays. These are kept in the Reserve Room where they are given controlled circulation, since there are no facilities for their use in the Library.

The Library Services to the Handicapped Program also provides for the extensive use of non-print media by blind and handicapped students. These are often specialized materials, however, and are not now a part of the Library's general collections. A summary of the activities of this

program, especially with regard to its uses of, and needs for, non-print media resources, is attached (Appendix VI).

All other non-print materials, mostly acquired during the past year as gifts or special purchases, are now being kept in the Special Collections Department, and will not be fully cataloged or generally available until the decisions concerning the recommendations of this report are made. These materials include about 500 slides, 300 audiotapes, forty 16mm films, ten videotapes, one sound-slide, and one sound-filmstrip program. The Library has also acquired, during the past year, a 16mm film projector, two slide projectors, and one cassette tape recorder, both to facilitate the use of these materials, and to support general Library activities. This equipment is also being kept in the Special Collections Department.

Over the past few years the Library has also presented a number of programs involving the use of non-print media which have created an awareness of their importance as Library materials as well as a demand for their more ready availability. These programs have included:

1. multi-media approaches to library orientation, ecology, intellectual freedom, black history, and, most recently, an afternoon-long program of poets and poetry on film, audiotape and slides;
2. lecture-demonstrations which I have been presenting to the Library Research Methods course over the past four semesters concerning the research potentials of non-print media;
3. a special showing of slide-tape programs for a class in Communications (Speech 236), in which questionaires were distributed in an effort to get some idea of student response (Representative samples of these are attached in

Appendix VII);

4. showing of high quality, university level, documentary and educational films - in the most recent of these, a series of BBC films, questionaires were also distributed, of which the attached (Appendix VIII) provide an idea of the enthusiastic response to this type of film being shown in the Library.

I have also recently begun to make a serious effort at making audiotapes of major speaking events on campus. The Instructional Media Center only does this at faculty request and occasionally these tapes are deposited in the Library. Often, however, no taping occurs, and the event is lost. As a regular Library activity, this taping will be actively directed toward insuring that important tapes are no longer lost to the Library's collection. Although limited at present, I hope to be able to expand this service as time, personnel and materials allow.

INTEGRATING NON-PRINT RESOURCES AND SERVICES INTO OUR PRESENT SYSTEM

As the Library continues to become more involved in using and making available non-print media and equipment, more thought should be given to a fully coordinated program for the integration of the necessary resources and services into present Library operations. Such a program would insure equal access to all media so that they can be used in close conjunction with each other. This is important, for our main goal here should be to provide the student with all types of information resources necessary to obtain the most complete and accurate results possible from his research. This would, for example, allow the student of drama or literature to hear or see, through audiotape, film or videotape, productions of Shakespeare's plays, as well as being able to read them, thus

enhancing his ability to better interpret the play's meaning or to compare a variety of production techniques. The chemistry student would have the opportunity to repeatedly observe, through film or videotape, rather than only read descriptions of, experiments which may be too dangerous or costly to be performed often, if at all, in his laboratory. The special information delivering properties of each medium could thus be brought together by the student for their optimum information value.

Integrating these materials into our present system of acquisition, storage and use, should be a relatively simple matter, as the following overview of our distribution and processing operations should indicate.

As materials arrive in the Library they are distributed by type (book, serial, government document, etc.) to the appropriate departments for checking in and further distribution. Books are checked in in the Acquisitions Department and then distributed to either the Catalog Department for cataloging and/or processing for further distribution (stacks, storage, Reference Department), or to the Special Collections Department, where they are processed according to the policies of that Department. Serials are checked in in the Serials Department and then distributed to the reading rooms, stacks or Special Collections Department. Government documents are checked in and stored in the Government Publications Department, or further distributed. Records of the availability of these materials in the Library are then posted in the appropriate public access points (Card Catalog, Linedex, etc.).

There is nothing inherent in non-print media that should prevent us from successfully entering them into this system. Differences in format might entail adjustments in acquisitions procedures, but our recent purchase of a large number of audiotape cassettes indicates that these

adjustments can be accomodated. Special rules for cataloging would, of course, have to be adopted and policies concerning classification, etc. established. These too can be accomodated[21] and are not difficult as my own experience with the non-print media now in the Special Collections Department has indicated. Someone in the Catalog Department, whom I would be willing to train, would be given regular responsibility for processing these materials, just as someone is now responsible for the cataloging of microforms.

The actual use of these materials would, however, involve some major additions to the present system. This is due to the variety of types of equipment necessary for listening and viewing, the desirability of having it at least somewhat separated from other study areas due to noise, limited transportability, and the expense of both materials and equipment. This would essentially involve the establishment of a separate department, and the identification of rooms for the operations of the department, including storage, servicing and use of materials and equipment. But even this should be able to be accomodated, as our current microtext operation would indicate.

RECOMMENDATIONS

The Library, then, can and should be a center for individual access to all forms of research information media, both print and non-print. The above discussion is a summary account of an effort to determine existing needs at the University for non-print information resources and services. It is also a review of existing services to determine how the Library can best adapt its present resources and services to meet these needs, and in so doing, to determine how it can best fit into existing patterns of service and responsibilities. The

recommendations below will seek to extend this by suggesting concrete actions which the Library can now take to begin offering services in this area.

These recommendations are being made to take into account the following goals:

That the Library, in accordance with its functions and responsibilities as stated in the University's Laws and By-Laws, begin to,

1. play an active role in providing to the academic community a full range of audio-visual and non-print media resources and services in cooperation with the departments which now have some responsibilities in these areas;
2. develop strong resource collections of high quality non-print media (specifically audiotapes, 8mm filmloops, filmstrips, motion pictures (8 and 16mm films), records, slides, videotapes, and the equipment necessary for their use) in support of research and study in all subject areas;
3. set up mechanisms for the ready access to these collections according to the following priorities:
   a. to be available for individual access by faculty and students for research and study in the Library;
   b. to be available for instructional purposes, inside or outside the Library, but only on the Storrs campus - this would include use in class lectures, assigned materials in conjunction with classroom activity, other lectures and presentations, and circulating materials when available;
   c. to be available for non-instructional, though educationally

oriented, uses inside or outside the Library, but only on the Storrs campus - this would include Library sponsored events, University sponsored events, Film Society, etc.

4. fully integrate these materials into the Library's present research collections and services.

The recommendations are:

1. DEPARTMENT OF NON-PRINT MEDIA SERVICES

   The Library should establish a separate Department of Non-Print Media Services which would have to responsibility for for the implementation of the above goals and priorities, specifically:

   a. the continuing development and implementation of Library policy concerning all aspects of its acquisition and use of non-print media and equipment (hereafter media);
   b. the coordination of these policies with the Instructional Media Center, the Radio and Television Center, and other present and future University departments with responsibilities concerning the use of media;
   c. the coordination of these policies, as well as its own procedures, with the other departments in the Library;
   d. the providing of access to its materials and services during all hours of Library operation.

   This recommendation is aimed at allowing the Library to pull together all of its present media resources and services so that they can be more logically and efficiently coordinated, as well as form a base for the gradual development of a larger program of service. This should include, at least for the purposes

of a centralized inventory of available materials and equipment, the Music Library and the Handicapped Services Program. This recommendation also takes into account, as do all of the following, the facts of space limitations with which we must deal until the new library is completed. Consequently the activities of the Department of Non-Print Media Services will be primarily concerned with planning, developing and coordinating toward larger patterns of service when more space becomes available. It will also, however, seek to offer limited services based upon its present and slowly developing collections. From such services it will be able to gain much needed experience and insight into the needs of the University, as well as its own, in providing this type of information service.

2. MATERIALS BUDGET

The Department of Non-Print Media Services should be assigned a portion of the Library's budget ($10,000 for the first year), for the purchase of materials only, which it would be totally and solely responsible for spending.

The figure cited is not based on experience. It is rather an estimate aimed at allowing the Department some flexibility in developing a base collection of media materials with which to begin providing some reasonable, though limited, services. The Department's budget for following years would be based upon experiences (patterns of use, expressed needs, etc.) of this first year of service.

I wish to emphasize that the funds requested here should not be considered as being taken away from anything, but rather

as an equally valid expenditure in an area of research information that has long been neglected. It might even be well for us to seek some new terminology in this respect, and begin now to consider the book budget as a research materials budget.

3. EQUIPMENT BUDGET

The equipment and supplies necessary to support the activities of the Department of Non-Print Media Services should be considered apart from materials and purchased from the appropriate budget.

Appendix IX is a list of equipment that is estimated to be necessary to support the programs envisioned by these recommendations. This equipment is in addition to that already owned by the Library, and is being requested with the idea of providing for a very basic but very flexible equipment base from which we will be able to provide access to the wide variety of media available, as well as to allow for its use in as wide a variety of circumstances as possible. As experience, advice and demand indicate, additional and/or other items of equipment may be requested.

4. STAFFING

The Department of Non-Print Media Services should, at the outset, be staffed by a head, an assistant, and sufficient pre-professional and/or student help to maintain full Library hours of service, and to perform other Department functions. A part time cataloging position will also be required.

The Department head would be given full responsibility for the planning, development and coordination in Recommendation 1 above; for the representation of the Library on all University

committees, etc. concerned with the use of audio-visual media on campus; and for the formulation of the Department's policies and procedures. As a part of this he would be expected to visit other libraries providing media services, and to participate in conferences and other activities of direct interest and value in this area. He would also be given full and final responsibility for the expenditure of the Department's budget in accordance with the criteria in Recommendation 6 below. In addition, he would be responsible for the hiring and necessary training of staff, as well as for participating in the general functions of the Department.

The assistant would be responsible for assisting the head in the formulation and operation of the Department's policies and functions, and for the direct supervision of other Department staff. He would also be responsible for the operations of the Department in the absence of the head. He would also be expected to participate in some aspects of the overall planning and development responsibilities of the Department.

Other pre-professional and student staff would be expected to carry out the daily functions of the Department, including checking out materials and equipment, taping speaking events on campus, maintaining information files, shelving, filing, typing, etc.

I have not included here the need for a technician, although, as equipment inventories and use expand, this will be an important and necessary position. I would hope, at least at the outset however, that needed maintainence could be handled by the existing

facilities of the Instructional Media Center, the Radio and Television Center, and the Electrical Section of the Technical Services Center.

5. SPACE

The Department of Non-Print Media Services should be assigned space for the storage, servicing and use of its materials and equipment in one of the two locations suggested below, or in some other comparable space.

a. Rooms 28, 29 & 31.

These rooms are recommended at Mr. Kapp's suggestion. These would be shared with the Microtext and Photo-duplication Department. Office space, as well as storage and distribution would be made available through Room 29. Carrells and other arrangements for listening and viewing would be made available in Rooms 28 and 31.

I have some reservation concerning the use of these rooms, however, unless the obvious ventilation and temperature control problems can be corrected. Ventilation is essential in rooms where audio-visual equipment is in constant use, and relatively cool and even temperatures should be maintained in areas where film and magnetic tape are to be stored.

b. Rooms 19 & 20.

Except for the problem of having to relocate the present Bindery and Book Repair offices, these rooms would be ideal for the Department of Non-Print Media

Services. There would be no problems with temperature control and ventilation. Room 19 would be used for offices, storage and distribution, with Room 20 being used for listening and viewing. A doorway or service window between the two rooms would be highly desirable for control and distribution of materials and equipment. Use of this area would also allow for better coordination with the Handicapped Services Program since most of its equipment utilization now takes place in Rooms 21 and 22.

This recommendation is made in order to facilitate the beginning programs of the Department only. As these programs expand and develop, more specific recommendations will be made concerning the full integration of the Department into the new library.

6. COLLECTION DEVELOPMENT

The Department of Non-Print Media Services should have the specific responsibility for developing the Library's collections of media resources. These would include, but not necessarily be limited to, audiotape, 8mm filmloops, filmstrips, motion pictures (8 and 16mm films), records, slides and videotapes, as well as multi-media sets where any of these media may be used in combination.

These materials will be selected, with the cooperation and advice of appropriate Library staff and concerned faculty, according to the following criteria: That all materials are previewed when possible and judged to be:

a. directly related to the University's curriculum and/or

of potential research value;

b. of a high level of intellectual content relative to college and university students;

c. that their production is of a high technical quality.

With the possible exception of 16mm film, the Library's collecting of these media should present no conflict with the present responsibilities of other departments. The potential concern for 16mm film lies with the large film rental library now maintained by the Instructional Media Center. However, since the Library's collections would not be concerned with rentals, and since it would be geared exclusively to a college and university level audience, where the Instructional Media Center's collection is geared primarily toward high school and elementary school audiences, there would seem to be little danger of duplication. Nevertheless, close cooperation between the Library and the Instructional Media Center should be especially sought here, so that areas of responsibility can be clearly defined, policies coordinated and resources shared where possible.

One other area of potential, and even purposeful, duplication should be mentioned in this context of Library media resources. This concerns having duplicate copies, for student review in the Library, of materials which are necessarily used in classes and labs. These would include such things as filmloops used in Chemistry and Physics labs, or the slide-tape presentations developed by the faculty of the Geology and Plant Science Departments.

7. SERVICES

As a part of its overall responsibilities for media collections development and information services to the University, the Department of Non-Print Media Services should provide the following services:

a. Continuous evaluation and review of the Library's print media collections in order to identify and fill in gaps in those areas where resources are necessary to support courses in media studies and use in the curriculum, and for media development in the Library.

b. Establishment of a media information and awareness center, with up-to-date files of catalogs, brochures, bulletins, etc., for the availability of new media materials and equipment relevant to the University, as well as for media events - conferences, film festivals, etc. - of general interest to faculty and students.

c. Production of lists of non-print media available in the Library.

d. Development of a Storrs Campus Union List of Non-Print Media available in all departments.

e. Provision for regular open previewing sessions of new media materials, in order to maximize faculty participation in the selection of media, as well as for general awareness of new media materials.

f. Provision for the regular taping of major campus speaking events as a means of building the Library's audiotape collections, and, eventually of videotape collections.

g. Establishment of a regular program for the presentation of media materials from the Library's collections, as a means of creating awareness of these media, as well as providing an atmosphere of general educational and informational interest in the Library. Such presentations would include film showings and multi-media presentations, and possibly demonstrations of new technology.

IMPLICATIONS FOR THE FUTURE

As I have stated earlier, these recommendations have been presented as a means of enabling the Library to initiate a method for continuous planning and development toward a time when it can offer a fully integrated program of non-print media services - when the new library is completed - and at the same time offer limited services in this area with the materials, equipment and space it presently has available. The experiences we gain from these developmental years and limited service programs will allow us the time necessary to better determine the exact functions and responsibilities of the Library with regard to these services and then to tailor our final program to better fit the exact needs of the University.

Our programs during this developmental period should then allow us not only to provide immediately useful, if limited, services in direct response to present needs, but also to develop a broad flexibility for the assesment and incorporation of new services, materials and techniques as they become available. What, for instance, are the implications for the Library of Peter Goldmark's experiments with broadband telecommunications techniques in his New Rural Society Project, or the activities of the Municipal Information Technology Project of the University's Institute

for Public Service? Although these programs are primarily directed toward finding solutions to urban problems, and the development of more efficient government and corporate management practices, the information technologies and communications methods with which they are dealing may have applications for the Library in the future in terms of information storage and access. This is particularly true with regard to the Institute for Public Service's research into Photomation, "the communication and processing of information in whole image form,"[22] which includes applications of television and cable television, still photography, moving photography, computer graphics, visual transmission and non-photographic electronic pictures. Processes such as these may be particularly relevant as we develop more in the direction of computer based information sharing networks. Our experiences with NELINET, NERAC and now OCLC, as well as our current automation of circulation procedures, will provide invaluable base data for future developments in these areas.

A broader discussion of this whole question of telecommunications can be found in a recent study by Carl Niehaus at Washington University,[23] in which the current useage and future potentials are discussed primarily from the point of view of interlibrary communication and cooperation.

My own recent experience in coordinating and participating in an experimental teleconference (via two way television, audio, and telefacsimile transmission between two cities) sponsored by the New Rural Society Project, provided first hand information as to the potential value of such interconnections between libraries. This also had direct relevance to the proposal for a two way link between Storrs and the Health Center (Appendix IV) mentioned above. Niehaus provides a broad discussion of the possible future benefits which could be derived from the

establishment of such a link in the Library now.

We find ourselves then at an exciting time of transition away from the ability to provide only the traditional resources and services of academic libraries and toward the potential for incorporating new ideas for information storage, access and transfer, made possible by the research and developments in educational and communications technologies. We are also at a point when we can begin to take the initial steps in assuming a leadership role in the introduction and use of these new technologies, rather than waiting to again find ourselves in a position of having to catch up to our own responsibilities. The recommendations in this report will allow us to take the first of those steps.

FOOTNOTES

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3. Robert S. Taylor, The Making of a Library: The Academic Library in Transition (New York: Becker and Hayes, 1972).

4. Doris Dunnington, "Integrating Media Services," RQ, 9, No. 2 (Winter 1969), 116-18. See also, Roy Marks, "An Approach to Media," RQ, 9, No. 2 (Winter 1969), 111-14, and Robert A. Veihman, "Some Thoughts on Intershelving," Audiovisual Instruction, 18, No. 3 (March 1973), 87-8.

5. Neal Balanoff, "A Saturation Experiment at Stephens Collegs," Audiovisual Instruction, 8, No. 4 (April 1963), 226-29.

6. William W. Jernigan, "One Who DAIRed - A Dial Access System," Wilson Library Bulletin, 44, No. 6 (February 1970), 653-57.

7. Cathleen Flanagan, "A-V at the University of Utah," Mountain Plains Library Quarterly, 15, No. 2 (May 1970), 11-12. See also, "Massive Library Stimulates Learning with Complete Audiovisual Center," College & University Business, 46, No. 5 (May 1969), 66-9.

8. Association of College and Research Libraries. Audio-Visual Committee, Gudielines for Audio-Visual Services in Academic Libraries (Chicago, 1968).

9. Bibliographic Control of Nonprint Media (Chicago: American Library Association, 1972).

10. Trevor N. Dupuy, "Academic Media Services," Ibid., 107.

11. Ralph E. Ellsworth, Planning the College and University Library Building (Boulder, Colo.: Pruett Press, 1968), 14.

12. C. Walter Stone, "Planning for Media Within University Library Buildings," Library Trends, 18, No. 2 (October 1969), 236.

13. Taylor, op. cit.

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15. Connecticut. University, Laws and By-Laws, 10th ed. (Storrs, 1971), 55-6.

16. Connecticut. University. School of Education. Instructional Media Center, Academic and Non-Academic Services and Policies (Storrs, 1973).

17. Connecticut. University, 1972-1973 General Catalog (Storrs, 1972), 699.

18. Connecticut. University, Laws and By-Laws, 10th ed. (Storrs, 1971), 25.

19. Connecticut. University. Senate. Subcommittee on Improvement in the Physical Teaching-Learning Environment, Report (Storrs, 1969).

20. Phillip J. Sleeman, "The International Journal of Instructional Media ... Scope and Focus," International Journal of Instructional Media, 1, No. 1 (March 1973), 7.

21. See for example, Jean Riddle Weihs, Shirley Lewis and Janet Macdonald, Nonbook Materials: The Organization of Integrated Collections (Ottawa: Canadian Library Association, 1973), and Warren B. Hicks and Alma M. Tillin, Developing Multi-Media Libraries (New York: Bowker, 1970), and Association for Educational Communications and Technology. Information Science Committee, Standards for Cataloging Nonprint Materials, 3d ed. (Washington, 1972).

22. Myron E. Weiner, Photomation (Storrs: Institute of Public Service, The University of Connecticut, 1972).

23. Carl A. Niehaus, Utilization of Telecommunications by Academic and School Libraries in the United States (St. Louis: Washington University, 1972).

APPENDIX I

The University of Connecticut

STORRS, CONNECTICUT 06268

WILBUR CROSS LIBRARY

May 24, 1972

Mr. Richard Akeroyd
Special Collections
Department
Wilbur Cross Library

Dear Dick

As a result of my recent conversation with you, I have discussed further with Mr. McDonald and Mr. Schimmelpfeng the possibility of assigning you responsibility for conducting a major survey of audio visual services at the University of Connecticut and specifically in the Library as a part of your regular assignment. On the basis of those discussions we are agreed that this would be an extremely useful thing to have done and that you would be the best person to assign. We are, therefore, officially assigning you this responsibility. Mr. McDonald and I will be discussing with Mr. Wilson the possibility of expanding the study to include some official recognition of it by the university administration and I will let you know the results of that meeting.

This will be a half time assignment and you will retain the responsibilities within the Special Collections Department and will continue to be responsible to Mr. Schimmelpfeng. In particular, since we will be unable to replace your time in the Special Collections Department you should be available to cover your regularly scheduled desk duties in the Special Collections Department and to fill in other emergencies as may be needed. At the present time, I see no need for appointing a formal committee to work with you but, as I indicated, I think that both Mr. Kapp and I should meet (on a regular basis with you). I will leave it to your discretion as to how often and when you need to meet with us. My hope would be that sometime before June 30, 1973 you would be able to produce for us a comprehensive written report indicating the current status of the Library and the University of Connecticut

in this broad area and making specific recommendations as to the direction the Library should be taking in the development of the audio visual collections and services.

Sincerely,

Norman D. Stevens

Norman D. Stevens
Associate University Librarian

NDS/jw

cc: Mr. Kapp
Mr. Schimmelpfeng

APPENDIX II

PLANNING FOR AUDIO-VISUAL SERVICES AT THE WILBUR CROSS LIBRARY

In conducting a study of audio-visual resources and services at the University of Connecticut I will be primarily concerned with all forms of non-print information - videotapes, films, filmstrips, slides, audiotapes, etc. - as well as the equipment, space and technical services necessary for their effective utilization. In making such a study with regard to planning a role for the Wilbur Cross Library there are essentially two areas which need to be explored. These are:

- the overall research and curriculum value of non-print information resources and their specific contribution to the Library's research function.

- the place and function of the Library, within the present framework of the University's structure, in making such information resources available to the University community. I refer here specifically to Article X, Section H.2.f (1)-(8), p. 25; and the organization chart on p. 56 of The University of Connecticut Laws and By-Laws (10th ed., Storrs, 1971).

Current jargon, such as the "information explosion," aside, the impact of the information media on our society in general, and our educational system in particular, has been tremendous. The computer, TV, FM radio, film, portable listening and recording equipment, the whole range of the visually oriented mass-circulating magazines, (LIFE and NATIONAL GEOGRAPHIC for example) as well as the totally visual orientation of our advertising media, have completely altered our reliance and dependence upon the printed word as our sole, or even primary, source of information. Great changes in many of our traditional institutional functions will need to be made if we are to deal effectively with this impact. The immediate implication for university and research libraries is the in-depth collection and dissemination of audio-visual materials. I am not suggesting here, nor do I intend to conclude, that the book has or will become obsolete. Rather I am simply recognizing the basic fact that those information media that were once considered merely as aids or auxiliary materials to the book - that is, films, slides, TV lectures, filmstrips, etc. - have suddenly come to be recognized (though all too reluctantly accepted) as primary sources of information in their own right. As such they stand as equals to the printed word in terms of being valid research materials.

The question then becomes not one of the obsolesence of the book but rather how university and research libraries are going to respond to these newly recognized forms of research information, and, more importantly, whether or not they are going to recognize their community's needs for them, and their own responsibilities to meet those needs. Of course, if research

libraries do respond, it will be mainly because they are convinced of the real value of audio and visual materials to their research function. My study will explore and recommend on this in great depth.

In relating this whole question of the research value of audio-visual materials to the Wilbur Cross Library, and how its resources and services can best benefit the University community in this area, five things will need to be accomplished.

1. A survey of all existing audio-visual materials available for purchase or use by university and research libraries.

2. Determine what of all of this material is needed by, and of value to, a university and research community. A large part of this would be based upon the expressed needs and desires of the University of Connecticut community.

3. A survey of all departments of the University to identify all existing audio-visual resources and services now being provided.

4. Determine how the Wilbur Cross Library can best fit into the existing pattern in order to make available to the entire University community those resources and services not now being provided.

5. A thorough evaluation of the Library's present collection will also be necessary in order to determine what print resources will be needed to support the curriculum and research in general, as well as any audio-visual programs and services which the Library will offer.

This study will be made during the next year, and its results and recommendations submitted to the Library administration by June 30, 1973. It is anticipated that any recommendations made concerning the implementation of audio-visual services and programs at the Wilbur Cross Library will be phased over the next five years, with full implementation planned to coincide with the opening of the new library.

From this perspective, and with its methods and goals in mind, this study seems to fall well within the rationale established for effective planning by the Long-Range Planning Committee in its recent White Paper Perspectives for the University of Connecticut (May 1972). I would therefore recommend that this study be considered as a part of, or at least adjunctive to, the overall goals of the Long-Range Planning Committee.

Richard Akeroyd
Special Collections Dept.
June 9, 1972

cc:
Mr. McDonald
Mr. Stevens
Mr. Kapp

APPENDIX III

THE UNIVERSITY OF CONNECTICUT
WILBUR CROSS LIBRARY

1972

Dear

The Library is now planning to begin offering audio-visual services. We wish to begin soon to build strong resource collections of film, videotape, slides and recordings in support of research in all subject areas. As part of our planning, we are seeking your advice concerning areas where you believe the availability of audio-visual resources and services in the Library could be of direct value to your department's programs, classes and research.

The following are some of the general areas with which we are most concerned:

1. The extent to which audio-visual materials are currently being used in your department.

2. The types of materials being used.

3. How they are being used - classroom or research.

4. Ways in which audio-visual materials might be used differently by your department, if they were more widely available.

5. Your feelings about the research value of audio-visual materials.

6. Types of audio-visual materials you feel would be most useful to your department and to the University community at large.

7. The kind of access you would like to have to audio-visual materials.

We feel that it would be to our mutual benefit for us to discuss these in detail with you, or someone from your department who might be more directly concerned with the use of audio-visual materials. Or perhaps, you might consider it more valuable to have someone attend your next departmental meeting to discuss our plans with your entire staff.

In either case, Richard Akeroyd, the Library staff member responsible for audio-visual planning, will be contacting you early next week to arrange a convenient time for us to explore this matter further.

Sincerely,

Norman D. Stevens
Associate University Librarian

jcs

APPENDIX IV

THE UNIVERSITY OF CONNECTICUT
WILBUR CROSS LIBRARY

January 25, 1973

TO: Norman Stevens

FROM: Richard Akeroyd

SUBJECT: Library Participation in the Development of a Storrs-Health Center Television Link

At a meeting with the Dept. of Pathobiology on December 1, 1972 concerning the Audio-Visual Study which I am now conducting I learned of their interest in the establishment of a two-way closet circuit television link between the Medical School and the Storrs campus. The primary interest in this link is to allow for greater participation of faculty and graduate students in the weekly seminars of the Medical School's Dept. of Pathology. I offered to pursue the question with the Radio-TV Center and report my findings to them.

In the meantime it occured to me that it might be a good idea to also consider the possibility of the Library offering to be the reception point for such a link at Storrs, should it seem likely that a program could be worked out.

I discussed this idea with you and Mr. Kapp at our meeting on December 6, 1972, at which time you asked me to pursue it further as to the amounts of space needed, cost of necessary equipment, possible sources of funding, etc.

Since then I have spoken with Mr. Stanley Quinn, Director of the Radio-TV Center, about the feasibility and cost of installing a two-way television system in the Library. By way of background he indicated to me that the idea of a two-way link between Storrs and the Health Center had been initially proposed at the time the Medical School's closed circuit system was being planned. Other Medical School interest have since taken priority, however, most notable the establishment of a direct communications link with Connecticut hospitals.

Mr. Quinn does not think that this is a dead issue, however, and he does feel that it could be a useful service for the Storrs campus. Funding, of course, is the major obstacle at this point, but there is also the question of space. Mr. Quinn has felt for some time that there should be another centrally located point on the campus where television programming could be both received and originated. In fact, he indicated to me that he feels quite

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strongly that there would be very little possibility of establishing a television link with the Medical School unless ~~unless~~ such a facility existed. This, he said, is due to his already heavily overscheduled staff, equipment and space. He seems quite enthusiastic about the possibility of accomplishing this at the Library, even if on a somewhat smaller scale, since the potential for later expansion could be built into an initially small system. His estimate for the cost of the necessary equipment is attached.

I have also spoken again with Dr. R. W. Leader, Head, Dept. of Pathobiology. He too is enthusiastic about the possibility of the Library as the access point for the Medical School's seminars. He estimates that we would need to accomodate twenty to thirty participants. Dr. Philip Marcus, Head, Microbiology Section, Biological Sciences Group, who has also taken an interest in the project, has estimated forty to fifty regular participants. Both have also met with Mr. Quinn, and have made proposals for the actual development of the television link. (See attached letters)

As Mr. Quinn's equipment list indicates, this project will be a bit more complex, in terms of the Library's participation, than I had initially suggested. Nevertheless, I would still propose that it is a valuable project which we should consider pursuing. I have taken into account a number of considerations in making this proposal:

1. There is presently a demonstrated need, and growing demand, for this type of audio-visual service to the campus.

2. Such a service, though needed and in demand, cannot be made available through the Radio-TV Center due to the tight scheduling of existing personnel and facilities. The Radio-TV Center will support this service, however, if other space becomes available.

3. One of the basic assumptions for the Audio-Visual Study that I am now conducting is that the Library should be seeking to identify and provide audio-visual services that are needed but not now being provided to the campus.

4. The service anticipates some of the recommendations I plan to make in my final report in June. Furthermore, it fits into the overall developmental pattern which these recommendations will have to take. In this instance, this essentially means starting with a service to a small, single-interest group, with an already established need, but with a built-in flexibility for expanding into larger services for a wider range of interests as demand and space warrant.

5. The single-interest group for this proposed service would probably include only four departments: Pathobiology, Biological Sciences - Microbiology Section, Nursing and Pharmacy. This would include an estimated audience of twenty-five to fifty participants, for four to six hours per week: two to three hours for receiving the Medical School's seminars, and two to three hours for broadcasting seminars from Storrs to the Medical School.

6. The service would not demand that permanent space be made available. And, although space is not now that readily available in the Library, I believe that Room 208 could accomodate the necessary equipment and anticipated audience.

7. Mr. Quinn has indicated that all the necessary equipment can be portable.

8. The system that would be installed in the Library would in effect provide the Library with its own closed circuit television channel, plus the capability for broadcasting on the entire campus closed circuit system. It would be made fully compatible with the Radio-TV Center and will be designed to allow for future expansion.

Therefore, with a relatively small committment at this time, we would be assuring ourselves a virtually unlimited capability for future information services to the University via two-way telecommunication systems.

It is not clear at this point where the funds for this project might originate. Mr. Quinn has indicated that the Radio-TV Center is not budgeted to support this type of special project. As far as he knows, funds for the equipment would have to come from the Library's budget, unless supplied from elsewhere in the University (University funds would certainly have to cover the rentals fees to SNET). It is my feeling, however, that since we will be providing what will essentially be a University-wide service, we should be able to obtain special funds for this project. One alternative might be to seek cooperative funding from among the departments initially involved.

cc: David Kapp

List of Basic Equipment Necessary to Install a Two-Way Television Capability (with estimated costs)

Camera	$4000.00
Monitor	500.00
Transmitter	600.00
Sync. Generator	500.00
Microphone & Amplifier	200.00
Zoom Lens	150.00
Misc. Equipment	350.00
	$6300.00

Rental Fees to Southern New England Telephone Co. for 35 miles of cable (for utilization through the present University television system): $8260.00 per year.

The University of Connecticut

STORRS, CONNECTICUT 06268

COLLEGE OF AGRICULTURE
AND NATURAL RESOURCES
Department of Pathobiology

January 4, 1973

Mr. Stanley J. Quinn
Radio-TV
U-113 Campus

Dear Mr. Quinn:

I wish to thank you very much for your hospitality in our meeting of Friday afternoon.

It is my understanding that you would be willing to begin the thinking in development of a closed circuit, two-way television program to serve educational needs and increase liaison between the Health Sciences campus and Storrs.

The most definite commitment which could be made for use of such an installation and one which could be utilized immediately would be our weekly comparative pathology seminar which would attract a substantial audience from the Medical School if it were available to them. I believe also that the weekly seminar of the Medical School's Department of Pathology would attract a substantial participating audience from this campus. I would estimate the size of the audience would run from twenty to thirty.

Future plans could certainly be laid to use such an installation for the presentation of formal course work. Some of our graduate students now make the trek to the Health Sciences campus to participate in certain courses, and it is possible that portions of these courses could be transmitted by television.

In addition to this Department, the Microbiology group in Life Sciences may be interested in developing a program of this type. Also, the Department of Pathology in the Medical School would be interested in such developments.

In general, it seems important for the future of our University that a stronger effort be made to develop communications of this type. It now requires nearly one-half a day away from Storrs for one to attend a one-hour seminar at the Health Sciences campus. This is quite impractical if one views it as a weekly obligation. The trip soon becomes so burdensome that it detracts from the benefits derived. For this reason, very little exchange has developed between our two campuses.

Thank you again for your help, and I look forward to future discussions on this subject.

Sincerely,

R. W. Leader

RWL/dnh

cc: Mr. Akeroyd ✓
Dean Kersting
Dr. Marcus
Dr. Lepow

BIOLOGICAL SCIENCES GROUP

MICROBIOLOGY SECTION

MEMORANDUM

TO: Stanley J. Quinn January 8, 1973

FROM: Philip I. Marcus

SUBJECT: The Storrs-health center TV link.

I concur wholeheartedly with the thinking expressed by Dr. Leader in his letter of January 4th. The need for a television link between the two major graduate education facilities at the University has never been more acute. A positive achievement of this kind would go far to buoy the morale of students and faculty alike.

I can only emphasize the points Dr. Leader has made. The two-way link would provide an enormous boost to the educational potential of the various departments on the two campuses. My only point of disagreement with Dr. Leader derives from his estimate of the size of the audience. I would be surprised if 40 to 50 faculty and graduate students did not make up an average attendance at a Storrs-Farmington linked seminar.

It could become an invaluable tool in providing graduate students at the two campuses with a full-range of courses.

I am certain our major biological sciences series (last semester) on "Frontiers on Immunology" and this semester "Frontiers in Membrane Biology" would receive a wide audience at the Health Center.

I wish you every success in developing the two-way television link and would be happy to provide a more detailed analysis of its potential effect on the educational programs in the biological sciences if that would prove useful.

PHILIP I. MARCUS, Ph.D.
Professor of Biology
Head, Microbiology Section

cc: R. W. Leader
Mr. Akeroyd
Dean Kersting
Dr. Lepow

APPENDIX V

UNIVERSITY OF CONNECTICUT
STORRS, CONNECTICUT

July 26, 1971

To: Dr. William C. Orr, Associate Provost
U - 86

From: Richard Akeroyd, Library
Carroll Burke, Animal Diseases
Roger Crossgrove, Art
Alfred Frueh, Geology and Geography
Joseph S. Renzulli, Educational Psychology
Paul Scholl, Education Foundations and Curriculum

Subject: Instructional Development

An "Informal Committee" composed of the above named individuals held a series of exploratory meetings on May 24, June 1, and June 10, 1971. The composition of the committee was based on prior discussions between Mrs. Burke and Mr. Scholl and included people known to be interested in the area of instructional improvement.

The specific purpose of the three meetings cited was to identify whether or not there was an interest in, or a need for, a formal group to (1) promote the greater use of individualized instruction and (2) support increased student access to non-print materials. The discussions centered on the need felt by a number of the members of the group for a centralized collection of learning materials. This centralized collection was visualized as being non-print in nature and supplementing the material already being provided by the central library and immediately available to students as is the holdings of the reserve book section. The concern was that the students on campus should have access to learning materials suited to a wide range of learning styles available to them at their convenience outside the formal classroom lecture situation. The "Committee" saw this as a specific strategy for making more relevant materials more available to more students over a longer period of time.

Some discussion was also given to the concept of instructional development as an integrated process. It was pointed out that at this time there is no single group or agency on campus to which a department or an instructor can turn for assistance to systematically improve regular college instruction. It was suggested by Mr. Scholl that some effort might be made to provide University faculty with a viable organization which would bring together subject matter specialists, curriculum specialists, media specialists, and evaluation specialists as a coordinated group to provide assistance to those instructors wishing to make use of such support.

Passing note was taken of some of the parallel groups which have been, and are, working on the problem of instructional improvement. The existence of these groups, it was felt, indicated a need to study instructional improvement in some detail and to give coordinated support and encouragement to the emerging concepts represented by these groups. The Tilles questionnaire distributed by the Senate Growth and Development Committee was checked by Mr. Akeroyd and Mr. Scholl and found to be lacking in comments generally useful for instructional development.

Specific comments relative to needs were noted, some indicating the respondents were not familiar with what is already available on campus, and some indicating a need to expand the materials collections either being informally collected on a departmental level or those collections properly the province of the present library. Our "Informal Committee" would like to submit two recommendations for your consideration.

1) We recommend that the Central Administration reactivate the Committee for the Improvement of Instruction. We feel this group should be given encouragement and administrative and financial support to enable it to operate effectively. All members of the informal committee have expressed a willingness to serve on this committee and/or support its activities in any way that seems desirable.

2) We recommend that the University give organized and coordinated assistance to all instructors wishing to improve their instruction. Particular emphasis and help might well be given to those departments or instructional groups who must cope with large numbers of students in entry-level courses.

Should you wish to pursue this matter further, any member of the committee would be happy to respond.

APPENDIX VI

Janet Lane

APPENDIX A
HANDBOOK FOR THE HANDICAP PROGRAM

I. Goals and Aims

To make library services equivalent to those offered to all faculty and students available to the handicapped.

II. Major Projects

A. Recording for the Blind

This project was begun in the summer of 1968. The aim of the service is to record any course materials that are not available from other sources for the blind.

The blind students are granted an early registration to guarantee their courses. After registering, the students bring the list of their courses, professors, and required book lists to the library. When the students are unable to get the book lists, the librarian contacts each faculty member directly for these reading assignments. The Recording for the Blind Catalog and the American Printing House for the Blind Index are each checked for books already available. The students are then notified which books can be ordered from these agencies and which books must be recorded. Print copies of the books to be recorded are then ordered from the Bookstore and sent directly to the library. Books from the library's collection are usually used only during the summer since complications occur with requests, and repeated searches for books during the school year. However, if there is any difficulty in getting a print copy, our collection is the resource used.

There are approximately 15 student readers working 10 to 20 hours per week. Each student is interviewed and asked to do a fifteen minute pilot tape. Readers are allowed to take as long as necessary, thereby testing their judgement of what they consider a satisfactory recording. People are usually disqualified on the basis of speech defects such as lisping, stammering etc., or any voice quality too annoying to listen to.

The interview is helpful to the librarian in determining if the students are capable of working without constant supervision. Due to time constraints and odd working hours the librarian is unable to monitor the recording room necessitating that each student must assume some independent responsibility toward the program if the reading assignments are to be completed on time. Usually, these students who express a concern for the program prove to be the most reliable.

The processing and cataloging of the tapes recorded is an essential part of the program. A "book-in-process" card is attached to each book received. This card lists the title, author, publisher, date, number of pages, and name of student requester. As books are recorded, page to track and reel information is added to the card. Upon completion of a book a brailled version of this card is made and the tape is then cataloged and made available for circulation.

The tape catalog is based on a simple location system and filed according to author, location, and reel number(e.g., Edward Albee is A-1-1; A refers to the author's last name, the first 1 refers to its place on the shelf and the last 1 refers to the number of reels in the completed book.) The tape collection has two filing systems, one by author and one by location. Plans for a brailled catalog of our collection and for a filing system by topic are in progress.

Statistics involving the breakdown of recording hours per reader per book recorded, required by the State Board of Education and Services for the Blind for the reimbursement of reader hours, are kept by the librarian. This information is collected from standard forms filled out by the readers. At the end of each month, the librarian forwards the above information to each blind student who in turn sends it to the Board. When the student receives payment, this money is deposited into a special recording account. Direct reimbursement from the Board is not possible since all their services must go directly to blind individuals.

Each summer an inventory is taken of all the taped materials and the total number of titles included in the Library's annual report.

Currently, the librarian is preparing the tape collection for inclusion in the American Printing House for the Blind Index. In order to complete this task 1) copyright permissions for the recorded titles must be cleared through the Library of Congress, 2) policies for lending outside the University community must be established, and 3) all tapes must be proofread and edited according to NAC standards. Arrangements with a local church group are now being finalized to enlist volunteer proofreaders to complete this task. Volunteers are an irreplaceable resource in this project, since the librarian does not have time, the man power, or the funds that proofreading requires.

Student input is of prime importance to the program. A meeting between the librarian and the blind students is held at the beginning and end of each semester to discuss methods for improving the quality of the service. The librarian also regularly attends the meetings of C.R.U.T.C.H.(a student organization concerned with achieving equal rights for the handicapped.) From these forums, the librarian is able to ascertain how well current Library services meet the student's needs.

B. Research Assistance

The librarian also functions as a research assistant to the handicapped students. As such, her activities include retriving inaccessible books, reading through the card catalog,and searching or zeroxing indexes. Special permission to borrow reserve materials or journals outside the library, may also be arranged by the librarian. In short, the librarian is the route of access to material otherwise inaccessible due to architectual barriers, media type, or usual library rules.

C. Faculty and Staff Resource

The librarian for the handicapped is an essential source of information for all faculty and staff members. Often faculty seek advice on term paper topics which can be based on available materials or types of examinations the handicapped students are capable of taking. Since the librarian is available as a consultant and can expect frequent questions from outside the program per se, she must attempt to review all current literature and compile information pertinent to a wide variety of problems.

D. Study Room

A special study room for the handicapped students was established in September 1970. This room contains 2 tape recorders, a talking book machine, the tape collection, a record magazine, a few braille journals and books, and a braille dictionary. The room is kept locked and each student is issued a key.

The room is used most extensively during exams and for writing of term papers. Work on the catalogs or tape library is conducted durin, the less active times.

E. Braille Collection

Currently, the Library carries 7 braille journal subscriptions. All journal requests are handled through the Serials department, wich has been most generous in the purchase of requested materials. The librarian, however, is directly responsible for collecting other brailled materials which might be of interest to the students. Further, with the exception of the braille dictionary and the writer's guide, the braille collection was not selected to serve primarily an academic purpose. Most periodicals in the collection are popular interest magazines not usually available to the blind. At this time, plans include expanding the present Braille collection.

In response to blind students' requests, old issues of the braille journals will be distributed to various places in the University(e.g., Student Union, Health Center, Handicapped Student Center.) When the blind students are required to spend any amount of waiting time in these areas, material will be available for them to read.

F. Braille Index

Unfortunately, the only brailled indexes currently available are the Braille Book Review and the National Braille Book Catalog. We know of no libraries including those specially designed to serve the handicapped that offer any browsing facility. Consequently, the blind must depend on the sighted in order to know what books are in print and available. The question of censorship and the right to read are monumental when the handicapped are considered.

For these reasons, a braille card catalog is currently being compiled. Entries indexed in this catalog will include our own tapes, as well as those of the Recording for the Blind and the Darien Associated Catalog. The format of the index is as follows: A printed label for each catalog entry is pasted to the front of a 5x8 card. The card is then brailled so that all the braille appears on the back of the card and so that each entry can be read from the bottom upward(i.e., the starting line is at the bottom of the card). This makes it easier for the blind person to read because he reaches to the back of the card withdrawing his hand as he reads upwards. This format was suggested by Mrs. C.S. Sweeney of the Connecticut Braille Association. The Connecticut Braille Association has further assisted us by brailling the Darien Association Catalog.

G. University Service

University's The librarian for the handicapped is also a member of the President's Committee for the Handicapped. Participating on this committee serves three functions. First, the librarian is a representative of the Library and can offer realistic suggestions in line with Library facilities and limitations. Second, the librarian is given an opportunity to create University interest in the special problems experienced by the Library in serving the handicapped. And third, the committee offers a unique opportunity to view in perspective the library service in relation to other University services.

In addition, the librarian for the handicapped has maintained an active interest in the research project sponsored by the Haskin's Laboratory in New Haven, Connecticut. This project centers on the development of synthetic computor speech. David Hankins, a member of the President's committee, has recently submitted a research proposal to fund a substantive testing of this synthetic speech. If successful, a reading center, with library function, could eventually be developed employing one computer to translate the printed page into electrical impulses and a second to reproduce

these impulses into synthetic speech.

Finally, the librarian has maintained an interest in research conducted at M.I.T. , Stanford, and Dayton which has as its goal the production of a computor-related system for producing braille from the printed page. This method of producing braille involves an optical scanner which reads the printed page and feeds the information into a computor which is connected to a braille typewriter. While information on this system is not yet complete, such a system on this campus would allow us to service not only our own students but also students in other parts of the state and throughout the New England area.

H. Organization of Volunteers

Volunteers are presently used in very few instances, and then only when their work would require little training or supervision by the librarian. For example, the librarian may organize volunteers to do face-to-face readings and provide a list of these volunteers to each blind student. Another example, would involve volunteer proofreaders as mentioned above.

HANDBOOK FOR THE HANDICAP PROGRAM
(SUPPLEMENT)

I. Goals and Aims

Also to make academic materials (books, exams, notes, diagrams, etc.) accessible in appropriate media.

II. Major Projects

D. Two special rooms for handicapped students:

1. A Study Room:

a. Equipment: talking book machine; reel to reel, variable speed tape recorder; Visualtek low vision reader; opaque projector and screen.

b. Resources: recorded and brailled periodicals; brailled dictionary; braille textbooks.

2. A Busy Room:

a. Equipment: three tape recorders; three braillers; one Thermoform Duplicator; one typewriter.

b. Resources: brailled catalogs; tape collection; print textbook collection.

III. Future Projects

A. Self-service system for the blind in the use of tape collection and ordering of tapes. This will include the ability to duplicate tapes with a reel to reel tape duplicator.

B. Direct Translation Reader System for the blind for use in the Reference room.

C. Mini-Course on how to use the Library for all handicapped students.

D. Professor orientation on how to work with handicapped students.

APPENDIX VII

Feb. 13, 1973

Some questions based on the slide/tape presentations you saw in the Library last Thursday.

1. With regard to the content, or subject matter, of the program(s) you saw:

   a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples?

   b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why?

   c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused?

   d.) Did you find that the programs: 1. answered more questions than they posed, or, 2. posed more questioned than they answered?

   e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?

   f.) If these programs were readily available for you to use, do you think you would use them more than once?

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message?

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing?

c.) Were you comfortable with the pacing of the program - should it have been faster or slower?

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently?

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain.

f.) How valuable, or practical, do you feel this type of material is for instruction and learning?

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?

h.) Or, do you think they would be more useful as supplementary materials, or for independent study?

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use?

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

For [illegible] you saw in the Library
this morning.

→ ONLY SAW FIRST ONE.

1. With regard to the content, or subject matter, of the program(s) you saw:

a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples?

ELEMENTARY OR HIGH SCHOOL - OBVIOUS DISTORTIONS WOULD HAVE BEEN OBVIOUS (I HOPE) TO A COLLEGE AGE PERSON.

b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why?

COULD HAVE BEEN A LEARNING EXPERIENCE FOR LATE ELEMENTARY AGE CHILDREN BUT VIEWED AS ENTERTAINMENT BECAUSE INFO WAS SO COMMON.

c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused?

WELL DELIVERED MESSAGE BUT WAS IT WORTH DELIVERING?

IMPLIED THAT TECHNOLOGY HAS INHERENT BAD POINTS WHICH SCREW PEOPLE FOR A TIME AFTER EACH STEP FORWARD. THIS ISN'T SO! THE PEOPLE WHO USE TECH. SCREW THE OTHER PEOPLE.

d.) Did you find that the programs: 1. answered more questions than they posed, or, 2. posed more questioned than they answered?

e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?

NO

f.) If these programs were readily available for you to use, do you think you would use them more than once?

NOT THIS ONE!

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message?

GOOD

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing?

VISUAL AND AUDITORY (2) WORKED WELL TOGETHER. BEEPS INDICATING SLIDE CHANGES WERE DISTRACTING.

c.) Were you comfortable with the pacing of the program - should it have been faster or slower?

OK

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently?

SLIDES TENDED TO BE BORING AT TIMES — MORE VISUAL INTEREST COULD HAVE BEEN CREATED — MAYBE TWO PROJECTORS?

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain.

CONTENT HAS EVERYTHING TO DO WITH EFFECTIVENESS — MEDIA ONLY THE VEHICLE TO MAKE EFFECTIVENESS A POSSIBILITY.

f.) How valuable, or practical, do you feel this type of material is for instruction and learning?

CAN BE VERY VALUABLE

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?

YES - THEY CAN SUPPLEMENT TEACHER OR OPEN CLASSROOM WITH INFO (VISUAL & VERBAL) NOT OTHERWISE AVAILABLE. SHOULD BE USED WITH DISCUSSION. TOO.

h.) Or, do you think they would be more useful as supplementary materials, or for independent study?

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use?

IF QUALITY WERE BETTER, OK.

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

IN THE PROGRAM ON TECHNOLOGY I WAS COMPLETELY TAKEN ABACK BY THE MYTHOLOGICAL PRESENTATION AND WAS FORCED TO PAY MORE ATENTION TO THE LIES ~~ES~~ THAN ANY POSSIBLE INFO. THAT WAS PRESENTED.

[illegible] you saw in the Library [illegible].

1. With regard to the content, or subject matter, of the program(s) you saw:

a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples?

college students are in a better position to assign a deeper significance to the programs, but this material is suitable for high school students as an introduction to the development of technology.

b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why?

Yes, I considered it a very enjoyable learning experience. It was the first time I had ever ~~seen the~~ traced the development of technology & its consequences thru the slide medium. Prior to that print dominated.

c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused?

They were telling me to anticipate the consequences of each new technology before its too late to solve the problems they create.

d.) Did you find that the programs: 1. answered more questions than they posed, or, 2. posed more questioned than they answered?

This question does not apply to anything.

e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?

I was, to some extent, informed prior to my viewing of the slide program.

f.) If these programs were readily available for you to use, do you think you would use them more than once?

Definitely.

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message?

very effective, if.

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing?

Sight (Slides)
Sound (cassettes) worked well together.

c.) Were you comfortable with the pacing of the program - should it have been faster or slower?

Neither. I enjoyed it at the pace I viewed it.

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently?

Yes. For what I saw, I don't think you can do much more with it

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain.

For me, Yes. I just happened to enjoy the technology slides, but I lost interest in the slides about religion. So, for me, the content made a difference.

f.) How valuable, or practical, do you feel this type of material is for instruction and learning?

I feel its a valuable supplement

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?

Yes. They should be used when they can ~~be~~ illustrate a point better than either a teacher or a dry book.

h.) Or, do you think they would be more useful as supplementary materials, or for independent study?

As supp materials, & in certain cases as indep study

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use?

yes.

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

Thank You!!

Questions below are on the slide/sound presentations you saw in the Library [illegible].

1. With regard to the content, or subject matter, of the program(s) you saw:

a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples? intended for probably - Jr. high Schoolers... It was a very elementary presentation, and left little room for imagination. Slides of Apes etc... - basic Knowledge. History.

b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why? It could be considered to be both. it added information + reaffirmed information. And it was entertaining. A good implement for teaching.

c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused?
message well presented: evolution of man and his machines. technology has became a monster.

d.) Did you find that the programs: 1. answered more questions than they posed, or, 2. posed more questioned than they answered?
Answered questions + left you with a question.

e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?
NO... except for normal classroom education on media.

f.) If these programs were readily available for you to use, do you think you would use them more than once? I would if I were an Jr. High School teacher, but not for my personal use.

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message? excellent - the old Cliché - one picture is worth 1,000 words. Excellent medium for teaching. message very clear.. audio + visual.

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing? The picture, the music and the words were combined well; all ~~worked~~ integrated to times.

c.) Were you comfortable with the pacing of the program - should it have been faster or slower? Can't remember)

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently? yes very efficient, the only change I would implement is that of better slides, both in Quality and theme.

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain. YES, You could take away the words, and the effect of audio + visual could have been discerned. (Content-)

f.) How valuable, or practical, do you feel this type of material is for instruction and learning? very valuable if applied properly. + to the right audience. could possibly be used at elementary level.

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?

YES, in supplementing lecturer.

h.) Or, do you think they would be more useful as supplementary materials, or for independent study? NO. Not at all.

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use? perhaps, but only if content is more complex, + specific - would not use anything as general.

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

[illegible] in the slide/tape presentations you used in the library [illegible]:

1. With regard to the content, or subject matter, of the program(s) you saw:

   a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples?
   I think they had varying levels of effectiveness for different age levels. - Probably most effective for high school as an intro into humanities studies.

   b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why? Some things I enjoyed as a review of previously acquired knowledge - The presentation was entertaining + educational only in a very general sense.

   c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused? They seemed to try to give a general perspective of the subject area. Delivered quite well both visually and auditorily.

   d.) Did you find that the programs: 1. answered more questions than they posed, or, 2. posed more questioned than they answered?

   e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?
   no - no

   f.) If these programs were readily available for you to use, do you think you would use them more than once? Perhaps yes but only for viewing some of the slides of art works.

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message? I think that it was pretty effective - more so than other slide/sound shows I have seen - It was pretty direct - The slides (rather than film) allowed a greater variety of visual material.

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing?
Slides: famous art - illustrations - photographs
Sound: voices, music, sound effects -
I think they worked well together.

c.) Were you comfortable with the pacing of the program - should it have been faster or slower? I think it was a little bit slow.

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently?
They were effective - but one consideration should be - what type of audience were they aimed at? For what they were, I think the media was well handled.

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain.
yes - Content + media effectiveness can vary quite a bit. In these I think both were effective, but this is not always the case.

f.) How valuable, or practical, do you feel this type of material is for instruction and learning?
I think any kind of media productions are valuable aids to instruction.

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?
ditto from last Question —

h.) Or, do you think they would be more useful as supplementary materials, or for independent study? I think they are better in class room rather than independent study — but available for both.

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use? undecided — as to the general value.

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

Re: questions to ask on the slide/tape presentations you saw in the Library last Thursday.

1. With regard to the content, or subject matter, of the program(s) you saw:

   a.) Evaluate the materials in terms of the educational level you feel they were intended to reach (elementary, high school, college). Can you support this with some examples?

   Were fairly basic, I would say college.

   b.) Did you consider this a learning experience? Why? Or was it just entertainment? Why? Everything is a learning experience however - for that with the slides that were available - better verbal presentation could have been made.

   c.) What do you think these programs were saying - what was their message? How well was it delivered? Or were you just confused?

   The first was with the good + bad sides of technology. The second seemed to try and prove that there must be some sort of "living force"

   d.) Did you find that the programs: 1. answered more questions than they posed, or, (2.) posed more questioned than they answered?

   e.) Were you stimulated to seek out further information about the subject matter covered in either program? Have you done anything about it yet?

   Not really.

   f.) If these programs were readily available for you to use, do you think you would use them more than once? No they got their point across the first time.

2. For the following, try to disregard, as much as possible, the content, or subject matter, of the programs you saw. In other words, try to be more concerned with the medium itself, rather than the specific message it was trying to deliver:

a.) How would you evaluate this type of programing in terms of its ability to deliver a message? Good

b.) How many different mediums were utilized to deliver the message? Did you find that they worked well together, or were they competing?

Two. Visual and Audio. At times they were competing and mixed well but at other Times they did not

c.) Were you comfortable with the pacing of the program - should it have been faster or slower? A little faster.

d.) Do you think these programs were an efficient use of the media involved? How might you have done them differently? I feel that more efficient use of the media could have been made. Personally I would like to spend a lot of time [illegible] I would do it better

e.) With regard to the above four questions: do you think it is possible, or even valid, to separate the content from the media in trying to evaluate the effectiveness of these programs? Please explain.

Yes because if the content can not be isolated and evaluated then it must be worthless to start with (I assume the presentation was trying to get a message across + not just be an optical and auditory delight).

f.) How valuable, or practical, do you feel this type of material is for instruction and learning?

I feel it can be very valuable since it is at least a break from the normal [illegible] student routine and is a way of adding new channels of communication

g.) Would you consider these types of programs to be useful in classroom situations? How? To what degree should they be used in the classroom?

Yes, see f).

h.) Or, do you think they would be more useful as supplementary materials, or for independent study?

They could be used both ways depending on the given situation.

i.) Would you recommend that these, or similar, programs be purchased by the Library for general use?

Yes but I hope there are some programs that are a little better than this one was.

j.) If you had any other reactions to these programs that the above questions did not allow you to express, please do so below.

They made me realize the potential that exists in this medium and believe it or not has given me the urge to try and do a multi media presentation myself.

APPENDIX VIII

FILM TITLE:_____ Date:_____

1. What is your reaction to the idea of films being shown in the library?

   Like_____
   Dislike_____
   Comment:

2. How often would you like to see films shown in the library?

   Once a week_____
   Once a month_____
   Other_____
   Comment:

3. Are there other types of film that you think the library should show?

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes_____
   No_____
   Comment:

5. Are there other types of films that you think the library should own?

6. Other comments:

FORTY-FOUR QUESTIONAIRES RETURNED. THOSE WITH COMMENTARY FOLLOW.

FILM TITLE:_____ Date:_____

1. What is your reaction to the idea of films being shown in the library?

Like 44
Dislike____
Comment: 12

2. How often would you like to see films shown in the library?

Once a week 37
Once a month 2
Other 1
Comment: 10

3. Are there other types of film that you think the library should show?

25

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes 36
No 4
Comment: 9

5. Are there other types of films that you think the library should own?

18

6. Other comments:

6

FILM TITLE: Dr. Strangelove Date: 4/1/65

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike
Comment: It's very exciting! Films are often a vital part of experience as [illegible] and [illegible]

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month
Other
Comment: as often as quality films are available.

3. Are there other types of film that you think the library should show?

Quality educational films, especially [illegible] (+ feel the library should be showing feature-length films because the duplication [illegible]

4. Do you think that the library should have the type of film you saw [illegible] today in its permanent collections?

Yes ✓
No
Comment: Yes, if acting and the [illegible] really do feel it was [illegible] otherwise only [illegible]

5. Are there other types of films that you think the library should own?

Same reply as 3.

6. Other comments:

[illegible]

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Dante's Inferno Date: 4/10/73

1. What is your reaction to the idea of films being shown in the library?

Strongly Like ✓
Dislike ____
Comment:
Best supplement to studies. What better place!

2. How often would you like to see films shown in the library?

Once a week 2 times a week
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment:
Absolutely. Absolute relevance, absolute enlightenment, absolute encouragement to further study

5. Are there other types of films that you think the library should own?
Contemporary literary figures and cultural heroes.

6. Other comments:

RETURN TO RICHARD AKERCYD, Box U-5.

FILM TITLE: Dante's Inferno Date: April 16

1. What is your reaction to the idea of films being shown in the library?

Like ✓ excellent!
Dislike ____
Comment:

Education + knowledge is more than books
+/or library should be into other medias and ways of teaching/source beside through books

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

~~Not Dante~~ Not familiar enough w. "types" to answer this

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment:

5. Are there other types of films that you think the library should own?

The major Film classics

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Dante's Inferno Date: 4/12/63

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ____
Comment: Very much

2. How often would you like to see films shown in the library?

Once a week ✓ or more frequently
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

All forms

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment:

5. Are there other types of films that you think the library should own?

C.F.S

6. Other comments:

RETURN TO RICHARD AKIROYD, Box U-5.

FILM TITLE: Dante's Inferno Date: 4/16/73

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ____
Comment:
Get more of Russell's BBC work.

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

Yes, for example the series of experimental films being shown at Wadsworth Atheneum. Work by young film-makers.

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment: Russell belongs in every film collection

5. Are there other types of films that you think the library should own?

Films by authors might useful not only about them
For example, Mailer's Maidstone

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Dante's Inferno Date: April 16,

1. What is your reaction to the idea of films being shown in the library?

   Like X
   Dislike
   Comment:

2. How often would you like to see films shown in the library?

   Once a week X
   Once a month
   Other
   Comment:

3. Are there other types of film that you think the library should show?
   possibly in conjuction with specific departments especially the arts, the documentary is sometimes very informative

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes X
   No
   Comment:

5. Are there other types of films that you think the library should own?

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: "In the Pines" Date: 4/16/73

1. What is your reaction to the idea of films being shown in the library?

   Like ✓
   Dislike ____
   Comment:

2. How often would you like to see films shown in the library?

   Once a week ✗
   Once a month ____
   Other ____
   Comment:

3. Are there other types of film that you think the library should show?

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes ✗
   No ____
   Comment:

5. Are there other types of films that you think the library should own?

6. Other comments:

I thought it was very fine. Do like my choice of a Kiss Rachel Griffiths.

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: DANTE'S INFERNO Date: 16.9.73

1. What is your reaction to the idea of films being shown in the library?

   Like ✓
   Dislike
   Comment:

2. How often would you like to see films shown in the library?

   Once a week ✓
   Once a month
   Other
   Comment:

3. Are there other types of film that you think the library should show?

   ALSO ANY FILM CLASSICS AVAILABLE

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes ✓
   No
   Comment:

5. Are there other types of films that you think the library should own?

   ALL POSSIBLE

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: P Dante's Inferno Date: Apr 16, 1973

1. What is your reaction to the idea of films being shown in the library?

Like X
Dislike
Comment: but this film was very far fetched & difficult to follow

2. How often would you like to see films shown in the library?

Once a week X
Once a month
Other
Comment:

3. Are there other types of film that you think the library should show?
recent films made for TV - about 1 hr - 1½ hrs.
This kind of series seem very good

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes
No
Comment: or invest in loans or co-operative buying of films with other colleges

5. Are there other types of films that you think the library should own?

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Dots Results Date: April 16

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ____
Comment: The selection looks like good, educational stuff that you wouldn't be able to get anywhere else

2. How often would you like to see films shown in the library?

Once a week ✓ or twice
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ____
No ____
Comment: Should show them

5. Are there other types of films that you think the library should own?

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Cat's Eye Date: 4-16-75

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike
Comment: Though evening is better for me.

2. How often would you like to see films shown in the library?

Once a week
Once a month ✓
Other
Comment:

3. Are there other types of film that you think the library should show?

Classics

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No
Comment:

5. Are there other types of films that you think the library should own?

Classics - films that should never be lost to society

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: A Wasteland Date: Apr. 18, 73

1. What is your reaction to the idea of films being shown in the library?

Like ✓✓
Dislike ____
Comment: wonderful films, particularly the BBC films

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month ____
Other ____
Comment: Oh yes often

3. Are there other types of film that you think the library should show?

- recent political events, i.e. Chicago convention
- selections from the best student films
- Natural science films (Jacques Cousteau)
- -

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ////
No ✓ - it wouldn't all fit 6000.
Comment: - because it's up to the library to decide that, not me

5. Are there other types of films that you think the library should own?

Films on poets, playwrights, literary men's biographies

6. Other comments: [illegible] scraped. also in favour of [illegible] are employed more extensively to let [illegible] interaction in the films plan-ghetto to the present, need a larger room.

RETURN TO RICHARD AKEROYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: Highland Event Date: April 18

1. What is your reaction to the idea of films being shown in the library?

Like very much
Dislike____
Comment:

2. How often would you like to see films shown in the library?

Once a week____
Once a month____
Other____
Comment: I'm afraid I can't judge how often would be good. It depends on how many films you show, how many people are interested, how much this people feel they can devote to pursuit pursuits.

3. Are there other types of film that you think the library should show?

This like the Kenneth Clarke Civilization series and plain old educational films. Also feature films can be rented for $25-40 each so some of these that would be very suitable and appropriate for library showings. Public service and educational - even some promotional films are available free - might be interesting

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes X
No____
Comment:

5. Are there other types of films that you think the library should own?

Film selection for a permanent collection involves a knowledge of student interests etc which I don't have. Have you not any money?

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: *Life and Times of Bertrand Russell* Date: *April 20, 1973*

1. What is your reaction to the idea of films being shown in the library?

   Like ✓
   Dirlike ____
   Comment: *I think that a university library should offer many cultural events, among them films.*

2. How often would you like to see films shown in the library?

   Once a week ✓
   Once a month ____
   Other ____
   Comment: *If there are enough documentary film available, I would like to see them.*

3. Are there other types of film that you think the library should show?
   I would hope that the library should show films of some of the great directors like Bergman, Fellini

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes ✓
   No ____
   Comment:

5. Are there other types of films that you think the library should own?
   It should own ~~other~~ films that show the works of many great directors.

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: Life Lessons + Daily Lives Date: 4/20

1. What is your reaction to the idea of films being shown in the library?

   Like ✓
   Dislike ____
   Comment: I feel it would be a nice cultural event [illegible] entertainment value

2. How often would you like to see films shown in the library?

   Once a week /
   Once a month ____
   Other ____
   Comment:

3. Are there other types of film that you think the library should show?

   Historical films, as well as [illegible] regularly [illegible] to public [illegible] films [illegible] Los Angeles [illegible]

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes /
   No ____
   Comment:

5. Are there other types of films that you think the library should own?

   Some - on 3 plus films [illegible] on the list of ours. i.e. Citizen Kane

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: Bertrand Russell Date: 4/20/73

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike
Comment:

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month
Other
Comment:

3. Are there other types of film that you think the library should show?

merely a wide variety

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes
No ✓
Comment: If you can spend money on a large variety rather than a few individual films, you ought to

5. Are there other types of films that you think the library should own?

Those which must be studied by continual showing

6. Other comments:

RETURN TO RICHARD AKERCYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: Bertrand Russell Death of Socrates Date: 4/20/73

1. What is your reaction to the idea of films being shown in the library?

Like V
Dislike
Comment:
Not close to the reading area.

2. How often would you like to see films shown in the library?

Once a week
Once a month
Other As often as possible.
Comment:
Show it during night or lunch hour.

3. Are there other types of film that you think the library should show?
All kinds.

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes V
No
Comment:

5. Are there other types of films that you think the library should own?
The library may not have so many of them, but could check out from the Audio-Visual Center.

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-5.

FILM TITLE: Bertrand Russell Date: 4/20/73

1. What is your reaction to the idea of films being shown in the library?

   Like yes, very much
   Dislike____
   Comment:

2. How often would you like to see films shown in the library?

   Once a week yes
   Once a month____
   Other____
   Comment:

3. Are there other types of film that you think the library should show?
   It varied lot, I think, would be appropriate: documentaries, autobiographical, political, and artistic,

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes____
   No X
   Comment:

5. Are there other types of films that you think the library should own?

6. Other comments:

FILM TITLE: Cities of Speed Date: 9/21/72

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ____
Comment:

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment: Depending on the cost & purchase and maintenance like films

5. Are there other types of films that you think the library should own?

6. Other comments: The local historical society might enjoy the films. Also the faculty, staff, students and general public would be interested in such films. Would the library ever consider renting films for a small fee?

RETURN TO RICHARD ARMOYD, Box U-8, Library, Special Collections Dept.

FILM TITLE: LIFE & TIMES OF RUSSELL & DEATH OF SOCRATES Date: 4/20/73

1. What is your reaction to the idea of films being shown in the library?

   Like X
   Dislike ____
   Comment:

2. How often would you like to see films shown in the library?

   Once a week X
   Once a month ____
   Other ____
   Comment:

3. Are there other types of film that you think the library should show?

   DOCUMENTARIES OF HISTORICAL INTEREST SEEM APPROPRIATE. FILMS OF PLAYS ETC.

4. Do you think that the library should have the type of film you saw today in its permanent collections?

   Yes X
   No ____
   Comment:

5. Are there other types of films that you think the library should own?

   SEE 3

6. Other comments:

RETURN TO RICHARD ALTROYD, Box U-5, Library, Special Collections Dept.

FILM TITLE: Eastern Exposure — Date: April 20, 73

Dept. of Services

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ____
Comment:

2. How often would you like to see films shown in the library?

Once a week ✓
Once a month ____
Other ____
Comment:

3. Are there other types of film that you think the library should show?

No - short documentaries are most suitable for a library.

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ✓
No ____
Comment:

5. Are there other types of films that you think the library should own?

6. Other comments:

RETURN TO RICHARD AKEROYD, Box U-9.

Bertrand Russell

FILM TITLE: Death of Soc. Date: 19 Apr

1. What is your reaction to the idea of films being shown in the library?

Like ✓
Dislike ___
Comment:

2. How often would you like to see films shown in the library?

Once a week ___
Once a month ✓
Other ___
Comment:

3. Are there other types of film that you think the library should show?

Scientific
One-Act Plays

4. Do you think that the library should have the type of film you saw today in its permanent collections?

Yes ___
No ✓
Comment:
Film on Russell was good, interesting, compassionate.
Film on Socrates I thought was really lousy.

5. Are there other types of films that you think the library should own?

6. Other comments:
I would like to see more biographies.

RETURN TO RICHARD AKERCYD, Box U-5, Library, Special Collections Dept.

APPENDIX IX

REQUESTED EQUIPMENT AND SUPPLIES
(with estimated costs)

Audio

1 Open Reel, 4 Track Tape Recorder with Headsets ($190)
6 Cassette Tape Players with Headsets ($380)
1 Telex 300 Tape Duplicating System ($3835)
1 Bulk Tape Eraser ($13)
1 Record Player with Headsets ($90)
1 Twelve Channel Wireless Broadcast/Listening System ($4000)
1 FM Radio Receiver ($130)

Film

1 Kalart-Victor 16mm Film Projector with Headsets ($700)
1 8mm Film Projector with Headsets ($650)
4 8mm Filmloop Projectors ($600)
2 Mobile Projection Tables with Rear Screen Cabinets for 16mm Projectors ($340)
1 Film Inspection and Cleaning System ($5000)

Slide & Filmstrip

2 Cassette-Filmstrip Viewers with Headsets ($340)
2 Carramate Cassette-Slide Viewers with Headsets ($500)
4 Desktop Rear Projection Screens ($60)

Video

1 Sony UMatic Videocassette Recorder/Player ($1600)
1 Sony Trinitron TV Monitor ($850)
1 Sony Video Camera Ensemble ($750)
1 Sony Video Cart ($60)

Supplies & Accessories

Blank Audiotape and Cassettes ($1000)
Blank Videocassettes ($600)
Splicing Materials ($150)
Projection Lamps ($175)
Slide, Film and Tape Storage Containers ($500)
Miscellaneous ($500)